



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

201 E. Durango Street, Phoenix, AZ 85004

Friendly House, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Performing  
2003-04 Underperforming  
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Ximena Doyle  
Schedule : 07:30 AM to 04:30 PM  
Grades : K-8  
2005 Enrollment : 250  
Web Address : FriendlyHouse.org  
Phone Number : (602) 258-4353  
Fax Number : (602) 416-7375  
E-mail : ximenad@friendlyhouse.org

### Mission

Academia del Pueblo's mission is to serve the academic, social and individual needs of the students by developing a community-based bilingual and multicultural educational program and to prepare them to successfully respond to the challenges of high school programs.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Not Met  
2003-04 Met  
2002-03 Met

#### School Improvement Status (b)

2004-05 Warning Year  
2003-04 Out of Improvement  
2002-03 Year 1

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To improve the student's academic and social development skills through afterschool tutoring, summer academy, and enrichment and recreational activities. During the school year, this program serves all Academia students M-F.
- ü To improve the parental participation in the student's educational and social development. The parents are encouraged to participate in a Parents as Partners program and to attend the Parent/Teacher conferences.

### Enrollment

October 1, 2004 School Year Student Enrollment : 221  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 250

## Instructional Programs

- Ü Full-day Kindergarten
- Ü After School Program
- Ü On-site Special Education Services
- Ü Spanish Literacy Maintenance
- Ü Reading Block Program

## Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

Academia del Pueblo provides students a safe environment, with high academic standards and expectations as well as extracurricular activities. Academia del Pueblo provides information and referral services to families in need.

### Parents

Academia del Pueblo's parents are partners in the education of their children. Attendance at parent-teacher conferences is a requirement. Parents as Partners meetings is encouraged. Parent/Student handbook outlines responsibilities and expectations for all stake holders.

## Transportation Policy

Academia Del Pueblo has limited transportation within certain boundary areas. Valley Metro Transit Student Bus Cards are provided as needed.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Presidential Awards	1999
Ü Make A Difference Foundation-Community Clean Up	2001
Ü City of Phoenix - Project GOAL (1st Grade)	2001
Ü Phoenix Education Partnership Honor Roll Certificate	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	79306	100	100	99	392	392	445	48	48	10	26	26	18	22	22	51	4	4	20
All Students (Prior Year)	32	32	75509	100	100	100	475	475	521	29	29	13	48	48	23	14	14	33	10	10	31
Female	13	13	38691	100	100	99	401	401	446	36	36	10	27	27	18	27	27	52	9	9	20
Male	12	12	40583	100	100	99	384	384	445	58	58	11	25	25	18	17	17	50	0	0	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	25	25	32869	100	100	99	392	392	429	48	48	15	26	26	25	22	22	51	4	4	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	--	--	36197	--	--	99	--	--	463	--	--	5	--	--	11	--	--	53	--	--	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	24	24	69060	100	100	98	393	393	454	45	45	7	27	27	17	23	23	54	5	5	22
Limited English Proficient Students	22	22	15509	100	100	100	395	395	406	43	43	20	29	29	30	24	24	45	5	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	NC	39415	NC	NC	96	NC	NC	431	NC	NC	15	NC	NC	25	NC	NC	50	NC	NC	10
Non-Economically Disadvantaged	22	22	39966	96	96	100	388	388	459	50	50	6	30	30	12	15	15	52	5	5	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	79395	100	0	99	393	393	446	35	35	9	52	52	25	9	9	55	4	4	11
All Students (Prior Year)	34	34	75492	100	100	100	474	474	519	52	52	12	17	17	16	30	30	47	0	0	24
Female	13	13	38743	100	0	100	402	402	451	27	27	7	55	55	24	9	9	57	9	9	12
Male	12	12	40618	100	0	99	384	384	440	42	42	11	50	50	27	8	8	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	25	25	32915	100	0	99	393	393	426	35	35	15	52	52	35	9	9	47	4	4	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	--	--	36221	--	--	99	--	--	465	--	--	4	--	--	15	--	--	63	--	--	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	24	24	69139	100	0	99	392	392	454	36	36	7	50	50	24	9	9	58	5	5	11
Limited English Proficient Students	22	22	15545	100	0	100	397	397	399	33	33	21	52	52	42	10	10	35	5	5	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	39484	NC	NC	96	NC	NC	429	NC	NC	14	NC	NC	35	NC	NC	47	NC	NC	4
Non-Economically Disadvantaged	22	22	39986	96	0	100	389	389	461	40	40	4	45	45	16	10	10	63	5	5	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	78869	100	100	99	385	385	442	30	30	6	17	17	21	48	48	63	4	4	10
All Students (Prior Year)	32	32	75053	100	100	99	558	558	597	5	5	7	24	24	12	71	71	72	0	0	9
Female	13	13	38536	100	100	99	425	425	458	18	18	4	18	18	15	55	55	67	9	9	14
Male	12	12	40302	100	100	99	348	348	428	42	42	8	17	17	26	42	42	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	25	25	32606	100	100	98	385	385	426	30	30	8	17	17	27	48	48	60	4	4	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	--	--	36078	--	--	99	--	--	459	--	--	4	--	--	16	--	--	66	--	--	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	24	24	68697	100	100	98	393	393	454	27	27	4	18	18	18	50	50	67	5	5	11
Limited English Proficient Students	22	22	15339	100	100	100	382	382	399	33	33	11	14	14	31	48	48	54	5	5	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	NC	39106	NC	NC	95	NC	NC	427	NC	NC	8	NC	NC	28	NC	NC	59	NC	NC	5
Non-Economically Disadvantaged	22	22	39837	96	96	100	386	386	457	30	30	4	20	20	14	45	45	67	5	5	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	16	78906	100	100	99	443	443	498	42	42	13	33	33	19	25	25	48	0	0	20
All Students (Prior Year)	24	24	76019	100	100	100	420	420	499	69	69	14	31	31	39	0	0	14	0	0	33
Female	NC	NC	38644	NC	NC	99	NC	NC	500	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	19
Male	NC	NC	40236	NC	NC	99	NC	NC	497	NC	NC	15	NC	NC	19	NC	NC	46	NC	NC	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	16	16	31938	100	100	99	443	443	481	42	42	19	33	33	25	25	25	46	0	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	--	--	36483	--	--	99	--	--	517	--	--	7	--	--	13	--	--	51	--	--	30
Students with Disabilities	--	--	10664	--	--	100	--	--	430	--	--	42	--	--	27	--	--	26	--	--	5
Students without Disabilities	15	15	68310	100	100	98	443	443	509	42	42	9	33	33	18	25	25	51	0	0	22
Limited English Proficient Students	12	12	12573	100	100	100	443	443	454	42	42	27	33	33	30	25	25	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	16	16	40295	100	100	100	443	443	513	42	42	7	33	33	13	25	25	50	0	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	16	78908	100	0	99	426	426	484	42	42	10	50	50	23	8	8	58	0	0	9
All Students (Prior Year)	24	24	76020	100	100	100	464	464	503	100	100	25	0	0	23	0	0	40	0	0	12
Female	NC	NC	38648	NC	NC	99	NC	NC	489	NC	NC	8	NC	NC	22	NC	NC	61	NC	NC	10
Male	NC	NC	40233	NC	NC	99	NC	NC	479	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	16	16	31940	100	0	99	426	426	465	42	42	16	50	50	32	8	8	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	--	--	36502	--	--	99	--	--	502	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	--	--	10665	--	--	100	--	--	423	--	--	30	--	--	36	--	--	31	--	--	2
Students without Disabilities	15	15	68312	100	0	98	426	426	493	42	42	7	50	50	21	8	8	62	0	0	10
Limited English Proficient Students	12	12	12556	100	0	100	426	426	436	42	42	24	50	50	40	8	8	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	16	16	40315	100	0	100	426	426	498	42	42	5	50	50	15	8	8	66	0	0	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	16	78750	100	100	99	410	410	500	33	33	6	33	33	29	33	33	63	0	0	2
All Students (Prior Year)	24	24	75673	100	100	100	420	420	530	56	56	12	13	13	25	31	31	58	0	0	4
Female	NC	NC	38586	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	22	NC	NC	71	NC	NC	3
Male	NC	NC	40135	NC	NC	99	NC	NC	486	NC	NC	8	NC	NC	35	NC	NC	56	NC	NC	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	16	16	31841	100	100	99	410	410	483	33	33	8	33	33	36	33	33	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	--	--	36440	--	--	99	--	--	516	--	--	3	--	--	22	--	--	71	--	--	4
Students with Disabilities	--	--	10622	--	--	100	--	--	415	--	--	21	--	--	50	--	--	28	--	--	1
Students without Disabilities	15	15	68196	100	100	98	410	410	513	33	33	3	33	33	25	33	33	69	0	0	3
Limited English Proficient Students	12	12	12504	100	100	100	410	410	451	33	33	12	33	33	44	33	33	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	16	16	40260	100	100	100	410	410	514	33	33	3	33	33	21	33	33	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	78250	100	100	99	554	554	548	13	13	21	25	25	18	50	50	48	13	13	13
All Students (Prior Year)	21	21	75001	100	100	99	445	445	468	64	64	37	36	36	36	0	0	16	0	0	10
Female	NC	NC	38071	NC	NC	99	NC	NC	549	NC	NC	20	NC	NC	19	NC	NC	49	NC	NC	12
Male	14	14	40126	100	100	99	548	548	547	17	17	23	25	25	17	42	42	46	17	17	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	21	21	29129	100	100	99	554	554	527	13	13	32	25	25	23	50	50	40	13	13	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	--	--	38320	--	--	99	--	--	568	--	--	12	--	--	14	--	--	55	--	--	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	19	19	68996	100	100	99	564	564	561	7	7	16	21	21	18	57	57	52	14	14	14
Limited English Proficient Students	16	16	10133	100	100	100	554	554	488	13	13	45	25	25	25	50	50	28	13	13	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	21	21	44937	100	100	100	554	554	561	13	13	13	25	25	15	50	50	54	13	13	18

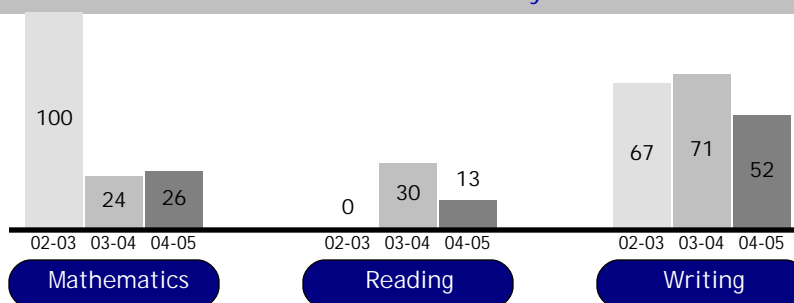
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	78302	100	0	99	476	476	512	31	31	11	25	25	25	44	44	57	0	0	7
All Students (Prior Year)	21	21	74918	100	100	99	469	469	497	50	50	32	29	29	19	21	21	35	0	0	15
Female	NC	NC	38082	NC	NC	99	NC	NC	518	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Male	14	14	40166	100	0	99	470	470	507	33	33	14	33	33	26	33	33	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	21	21	29152	100	0	99	476	476	492	31	31	17	25	25	34	44	44	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	--	--	38347	--	--	99	--	--	531	--	--	5	--	--	17	--	--	68	--	--	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	19	19	69024	100	0	99	484	484	524	21	21	7	29	29	23	50	50	62	0	0	7
Limited English Proficient Students	16	16	10140	100	0	100	476	476	451	31	31	28	25	25	43	44	44	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	21	21	44979	100	0	100	476	476	525	31	31	6	25	25	18	44	44	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	20	78094	100	100	99	483	483	545	13	13	3	63	63	18	25	25	77	0	0	2
All Students (Prior Year)	21	21	74503	100	100	99	432	432	491	29	29	9	29	29	32	43	43	51	0	0	8
Female	NC	NC	38025	NC	NC	99	NC	NC	558	NC	NC	2	NC	NC	13	NC	NC	82	NC	NC	2
Male	14	14	40013	100	100	99	469	469	534	17	17	5	67	67	23	17	17	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	20	20	29068	100	100	99	483	483	523	13	13	5	63	63	27	25	25	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	--	--	38265	--	--	99	--	--	564	--	--	2	--	--	11	--	--	84	--	--	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	18	18	68892	100	100	98	496	496	559	7	7	2	64	64	14	29	29	82	0	0	2
Limited English Proficient Students	16	16	10084	100	100	100	483	483	474	13	13	10	63	63	39	25	25	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	20	20	44871	100	100	100	483	483	559	13	13	2	63	63	12	25	25	84	0	0	3

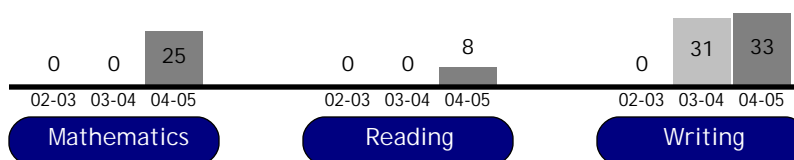
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

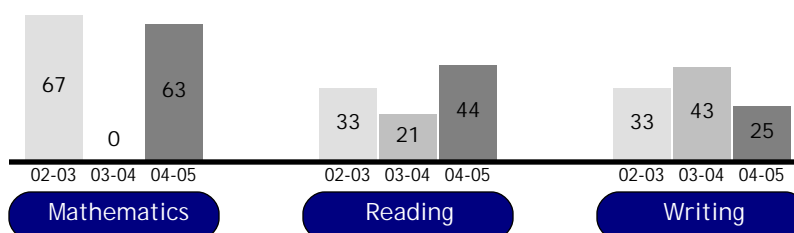
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	21	21	50	100	18	NA	58	100	16	16	47
	Language	NC	NC	NC	43	100	10	10	50	100	15	15	47
	Mathematics	97	27	27	57	100	21	21	64	100	25	25	50
3	Reading	100	13	13	47	100	17	NA	55	100	18	18	44
	Language	100	22	22	54	100	21	21	61	100	20	20	44
	Mathematics	100	21	21	54	100	23	23	61	100	18	18	51
4	Reading	92	9	9	52	94	10	NA	56	100	24	24	48
	Language	96	12	12	48	88	18	18	52	100	25	25	49
	Mathematics	100	13	13	57	94	12	12	61	100	25	25	53
5	Reading	100	17	17	50	100	7	NA	55	100	18	18	50
	Language	100	20	20	46	100	7	7	49	100	23	23	50
	Mathematics	100	22	22	57	100	18	18	63	100	25	25	49
6	Reading	100	19	19	53	100	NA	NA	56	100	28	28	51
	Language	100	14	14	45	100	NA	NA	48	100	23	23	47
	Mathematics	100	41	41	62	100	NA	NA	66	100	31	31	52
7	Reading	100	13	13	51	96	27	NA	54	94	40	40	50
	Language	100	21	21	54	96	32	32	58	94	41	41	52
	Mathematics	100	64	64	58	96	65	65	62	94	51	51	50
8	Reading	100	23	23	53	100	41	NA	55	100	30	30	51
	Language	100	9	9	49	100	19	19	52	100	36	36	50
	Mathematics	92	47	47	58	100	60	60	61	100	52	52	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School and Classroom Discipline
- Ü Parent Involvement
- Ü Promotion and Retention
- Ü Student Safety
- Ü Professional Development
- Ü Community Outreach

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	12.00
Other Professional Staff	1.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	1	1	0	0
7 to 9 years	0	1	0	0
10 or more years	4	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Multipurpose Room

Extracurricular Activities

- Ü Afterschool Enrichment
- Ü Tutoring
- Ü Ballet Folklorico
- Ü Summer Program - 8 Weeks
- Ü Student Council

Social Services

- Ü Counseling (Individual-Family)
- Ü Adult Ed. and Workforce Development
- Ü Day Care--Infants to 4-year-olds
- Ü ESL Classes
- Ü Headstart on site

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Sixteen scholarships were awarded to all eighth grade students for academic excellence by Health Choice. The amounts ranged from \$50.00 to \$200.00 to be utilized for school supplies for High School.
- ü Six eighth graders were selected to attend the Up With People Leadership Program in Washington, D.C.
- ü 70% of ADP students took advantage of the free after school program. The program starts immediately after school. Students are then transported home. The free 8-week summer academic/recreational program serves 150 students (open enrollment).
- ü Parents as Partners meetings are held monthly. Presentations from various service providers are given to parents along with a dinner meal. It also serves as a forum to answer questions about the School and the Youth Services Department.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	22	12	12	17
Transfers In Rate <sup>6</sup>	51	28	28	37
Stability Rate <sup>7</sup>	77	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Academia del Pueblo promotes a safe and orderly climate by providing avenues of open communication and problem solving with our students/parents. We enforce school rules, encouraging self respect/control, and following rules inside and outside the classroom.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Ximena Doyle	(602) 258-4353
Transportation Policy	Lorena Gutierrez	(602) 258-4353
Community Resources	Lorena Gutierrez	(602) 258-4353
School Nutrition Programs	Barbara Conchos	(602) 258-4353
Parent Organization	Ximena Doyle	(602) 258-4353
Student Health/Nurse	Barbara Conchos	(602) 258-4353

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.